



Welcome to Lingfield College Nursery

Baby Suite

We are delighted you have chosen Lingfield College Nursery for your child. We are very much looking forward to welcoming you and hope your child enjoys their journey of early learning with us.

This welcome pack is to provide you with the information you'll need for a smooth and happy transition.

The very brightest of beginnings



Our Vision

'Together we can inspire and enable every child to truly flourish socially, academically, and creatively to fulfil their aspirations and to lead exciting and meaningful lives.'

At Lingfield College, we respect every unique child and value their contributions aiding their individual pathway of learning. To ensure we provide the very best foundations for children to flourish, we proactively work together to embed our aims and values.

Our Aims

- Facilitate a safe and trusted foundation for our pupils to achieve their individual academic, social and creative potential.
- Cultivate the skills, knowledge, self-awareness and academic credentials our pupils will need to confidently meet the challenges of our rapidly changing world.
- Instil and nurture a strong sense of social responsibility, moral justice and environmental awareness so our pupils can positively contribute to a sustainable and just society.
- Guide each child in the discovery, delight and development of their unique gifts, talents and character.
- Create and sustain an inclusive and contemporary school culture, where diversity, difference and individuality are recognised and celebrated.
- Prioritise physical and emotional wellbeing across every facet of our school community.

Our Educational Vision

I can...I know I can! is seen, heard and cherished throughout the school. Not only complementing our Educational Vision and Character Education it instils values that encourage a motivation to learn and succeed.

Children from an early age have a desire to explore, discover and investigate. Often persevering until they've accomplished their personal goal, this motivation is intrinsic and starts as soon as they are born. At Lingfield College Nursery, this exploratory motivation is nurtured and forms the foundation of your child's early learning experience.

Getting Started

The children in the Nursery are organised into three classes. Children are able to start from the age of 6 months in the Baby Room, 2 years in 'Caterpillars' and 'Butterflies' are primarily the pre-Reception year, including children that may benefit from an earlier transition.

For continuity of care, we request that children under 2 years of age commit to three morning sessions per week. For those under 2 years of age, the sessions are as follows:

- Session 1 Breakfast 7.30am – 8.30am
- Session 2 Morning Session 8.30am – 12.30pm
- Session 3 Core Day 8.30am – 3.30pm
- Session 4 Extended Day 3.30pm – 6pm
- Session 5 Wraparound Care 7.30am – 6pm

We are excited to welcome you and your child and prepare you for their next adventure! We have provided you with this information to help guide those early days of transition. Following the tour and registration, admissions will confirm your place. The Nursery Manager will be in contact to confirm details and organise the initial meeting with yourselves. This is first part of your child's journey with us here at Lingfield.

Settling In

To help familiarise your child with their new environment we arrange short visits in the weeks leading up to your child's start date.

An 'hour long play and stay induction meeting is arranged to welcome you and your child, during this meeting, you will both spend time with your child's keyperson. Together, we review your child's information and discuss your child, 'getting to know them'. Your child is able to explore their new surroundings in the comfort of your presence and familiarises you with your child's environment. During this time, the keyperson will introduce you to routine information and answer any questions you may have.

Further settling in sessions are arranged according to your child's needs. Our approach to transitioning is nurturing so a flexible 'settling in routine' may be organised to promote a smooth transition. These are arranged with the Nursery Manager and your child's keyperson.

We also hold 'Lingfield Littlies', our play and stay group. This is every Friday morning from 9.30am term-time only. This is an excellent way for your child to become accustomed to the Nursery surroundings and staff.

Transition between Nursery classes

Children attending the Baby Room will transition to Caterpillars when they turn 2 years. We will ensure that children are supported during the transition by:

- Contacting the child's parents to discuss the transition
- Organise settling in sessions in Caterpillars
- Liaise with key people so transition supporting documents are completed and key people are aware of the needs, interests and development of the child.

Staff to pupil ratios:

The statutory staff to pupil ratios as stated in the EYFS is 1:3 for 0 to 2 years. As a commitment to heightened interaction through individual learning opportunities we facilitate where possible a higher ratio of adults to children. We commit to the ratio of 1:3 with one further member of staff on occasion to assist with care routines during the day.

Items to bring:

Appropriate outerwear for the weather: for example, a rainproof coat and/or sunhat.

- As we will go outside as much as possible during the day, please provide a change of clothes and a coat and hat for the season.

Milk (age appropriate)

- All milk types and bottles for the little ones are accepted, these being provided by yourselves. Please share what type of milk you wish your child to have during the induction meeting. Cow's milk and alternative milk is provided after your child turns one. We have all sterilisation equipment and can ensure we meet your child's dietary needs.

Water bottle (age appropriate)

- Children will need a named water bottle during the day. We would like to ask that only water is placed within their water bottles, this not only promotes good oral hygiene it also facilitates healthy choices.

Nappies

- Please ensure you bring a bag of nappies in on a regular basis so we have enough nappies for your child. We average 3 nappy changes a day for a child doing a core day and 4 nappies a day when your child is attending the extended day. We provide wipes, however if you'd prefer a particular brand, please ensure you provide these too. We also accept reusable nappies.

Change of clothes

- We ask that a change of clothing is available at the Nursery. If your child's clothes become soiled during the day, we will place in a nappy bag to return to you at the end of the day.

Appropriate footwear

- Children in the Baby Room wear any age-appropriate shoes and soft shoes for inside. For our walking children, boots for Forest Schools may be requested.

Comforts

- Children are able to bring a comfort or dummy for comfort or sleep time. Please place dummies in a named sealed container.

Toys

- We would ask though that we continue to implement a 'No toy from home' policy. If your child would like to bring in their toy in from home then please ensure this is a part of their Chatterbox.

Chatterboxes

- Children may select items of interest that they'd to share or play with at Nursery. A Chatterbox is a named, decorated small box with five items that is kept at the Nursery for children to access during their day. This promotes familiarity and encourages communication and choice.

Chatterbooks

- When children start in Nursery, we prepare a Chatterbook that contains photographs of the child's immediate family (parents, siblings and grandparents). These can be sent via email or uploaded onto FAMILY. The Chatterbook promotes familiarity and communication.

Nursery Clothing

- Babies are exempt from our Uniform Policy, however if you would like to purchase items of uniform that support your child's transition into Caterpillars or saves on their wardrobe, we recommend purchasing a:
 - Navy Blue Sweatshirt (Simmonds)
 - Light Blue polo shirts
 - Navy Blue Tracksuit bottoms, shorts or leggings.



Your Child's Day

Our Daily Routine

7.30 Registration & Breakfast

8.30 All children arriving

8.50 Morning Welcome - morning sing song and introducing the day's activities.

The routine of the morning activities will very much follow the children's interests and choices. Their routine needs and next steps will be supported and access to the internal and external continuous provision will promote exploration and discovery. Prepared activities will be available for children to access this broadening children's learning opportunities and experiences. During the morning sessions we may have specialist teachers and curriculum enhancements including Forest School & PE.

During the morning, some children may sleep, others may enjoy play outside. This is dependent on the child's routine needs and opportunities for play accommodate this.

11.45 Lunch will be served in the children's nursery classroom.

12.30pm The afternoon session supports children's individual learning and needs with activities, outside play and rest time for those that sleep

3.30pm Home time or the extended session offering further play opportunities and dinner.

Arriving and Collecting

The Baby Room door located at the back of the Nursery building will be the main drop off and collection point. Staff will be open doors at 7.30am to welcome their first children of the day. Dependent on session times, staff will be available at 8.30am to welcome children. Please inform us if you intend to drop your child off at a time later than their planned time. This is so we can prepare for routine changes if needed. We expect a child to be dropped off by their parents or carer, if this is different, please let a member of staff know.

Your child will be registered on FAMLY, and handover information will be recorded so we are aware any routine changes we may need to implement. Your child's keyperson will welcome your child settling them into the Baby Room ready for the day's activity. We do welcome parents into the classrooms but equally appreciate that a prompt handover aids transition.

Collection

At the end of each session, please wait for your child by your classroom collection point, this the back entrance to the Baby Room. Upon arrival, the staff will open the door to let you into the cloakroom space. This only if the parent/carer is a recognised and confirmed authorised person. A child will only be released into the care of someone who is known to be the child's parent/guardian or an appropriately authorised person. If parents wish to authorise another person to collect their child, this should be in writing. In the nursery, photographs and full names should be provided for all authorised persons including parents and a password provided upon enrolment is required.

If somebody else is due to collect your child that day please inform staff at drop off and send an email providing a photograph of the person and their full name, stating when they wish to

collect your child. The person collecting your child will be asked to provide their full name and known password to a member of staff. Your child will NOT be allowed to leave the Nursery without the password being given. Please take note of the 'Failure to Collect Policy' on our website.

Please also respect our controlled entrance procedure. This ensures the safety of all the children in our care. Only members of the nursery team are permitted to open Nursery doors to allow access into the setting. It is strictly forbidden for parents to open the door and allow access to others, including parents they may recognise.

Sleep

Children in the Baby Room have varied sleep patterns and so routines are adapted to suit this. The sleep routines that are most practised due to children's needs are:

- Two sleeps in a day primarily in the morning and afternoon.
- One sleep in a day after lunch.

We will discuss your child's sleep routines with you during the induction meeting so we can implement a routine that best supports their needs at that time. You will be notified of your child's daily sleep times via FAMLY and your keyperson will discuss any changes in sleep routines sharing observations and information about your child's sleep needs.

We have little sleep pods for children and they will be supported into a restful sleep through keyperson support, soft lighting and soothing music. Please see our Sleep Policy for more information.

Children are able to bring in comforters or dummies, these used to settle or comfort your child when needed and during sleep.



Food Provision



Weaning is an important milestone and one that introduces new sensory experiences for your child. Through discussion we can decide the best weaning approach for your child. Our chefs ensure that all recommended weaning advice is implemented and respected as per our Weaning Policy.

Holroyd Howe supports the provision of foods for the children in the Baby Room and accommodates weaning stages and dietary requirements of babies and children up to 2 years. Parents will be actively involved in the stages of weaning and choices of foods for their children and appropriate menus will be shared to ensure parents are informed of their children's mealtimes during the day. Instant notifications of how much and what children have eaten during the day will be sent via FAMLY so parents are informed.

Children that attend the Baby Room will have their mealtimes in their Nursery classroom. Children are encouraged to eat together during mealtimes and age-appropriate tools and furniture is provided to promote independence and safe eating habits. Food is prepared in the School Kitchens and delivered as and when required. The nursery classroom will be staffed appropriately from 7.30am to 6pm to accommodate all session types this facilitating suitable care during mealtimes.

Allergies and Food Preferences are catered for and children that require additional support are assisted. Although we facilitate independence, we also support healthy choices and encourage children to eat well. Children will have an option of the main meal, vegetarian or an alternative. All dietary requirements including weaning stage can be catered for and menus can be found on our website.

Snack time is dependent on an individual child's routine and may encompass a variety of foods and drinks being available, this including milk, pureed fruits and weaning appropriate foods. Group snack is available at 9.45am, this offered to all children.

If breast feeding is your preference, you are welcome to discuss options where you can continue to breast feed your child during the day. All milks are welcome, including formula or breast milk, appropriate storage will be provided.

Parent Communication



Parent communication is hugely valued and is one that helps us to foster good keyperson relationships and partnership. We are committed to sharing information and do this through:

Weekly Newsletters

- Keep an eye out for your weekly school post notification. This is sent via email on a Friday and contains information regarding events, activities, important dates and reminders.

Annual Curriculum Newsletter

- Sent out at the beginning of the new term this newsletter is more detailed containing information about staff changes, routines, operational or policy changes, learning and development information and any other information that supports a better understanding.

Parents Handbook

- Sent to you upon registration, this informs you about your child's day at Lingfield College Nursery including policy information.

Website

- This again informs you about all that happens at Lingfield College Nursery, if you'd like to know the most up to date information please access the website.

Keyperson discussion

- Keyperson discussion and regular meetings help support your child's transition and wellbeing and encourages a richer understanding of their developmental and emotional needs. If you would like to contact your keyperson or speak to a member of the Nursery Team please either phone our direct line 01342 778772 or email: earlyyearsadmin@lingfieldcollege.co.uk

Nursery Adhoc Requests

- Please email earlyyearsadmin@lingfieldcollege.co.uk with any adhoc requests you have for all nursery sessions including the extended sessions.

FAMILY

- FAMILY is a leading Nursery Management Software tool that aids parental partnership and communication. You will receive instant notifications of your children's routine needs being met, updates on your child's day through observations and photos and instant messaging with your child's keyperson and Room Leader. Further information will follow and permissions are sought upon registration.

Communication is key to an effective partnership; the leader or deputy of each room welcomes the children to Nursery every day and this time is an excellent opportunity for parents to pass on information about their child or ask questions. At 'going home' time staff will often have information to tell parents about the day and this is another chance for parents to talk to staff. If you need to talk to your child's key person or Room Leader, please call to arrange a convenient time.

Keyperson

The Early Years Foundation Stage Framework requests that every child must be assigned a Keyperson. A keyperson is a suitable adult that is part of the qualified and skilled team that delivers quality care and education to all children. They are responsible for guiding a child's development through warm, positive interactions and supporting parents to guide their child's development at home. The keyperson is responsible for ensuring their key children reach their full potential implementing individual learning opportunities that encourages progress in the seven areas of learning.

At Lingfield College Nursery your child's primary keyperson will be your child's lead practitioner, they will then be further supported by your child's buddy keyperson. Your child's buddy keyperson details will be shared with you within your child's first week of starting. They alongside your child's primary keyperson will provide the initial support your child requires to feel comfortable in their new environment. From here continued support will be fostered so your child benefits from a supportive and nurturing relationship throughout their time with us.

Children's Early Learning

The Early Years Foundation Stage Framework 2021 supports our delivery of care and education for children starting Nursery and ends when children complete their Early Learning Goals at the end of their Reception year.

Children learn in a variety of ways: watching others, talking, asking questions, listening, exploring and investigating. Play is the foundation of development and learning for young children and your child will take part in many indoor and outdoor play experiences that will foster children's active learning and explorative nature. As active partners in your child's early learning, we will guide and facilitate your child's learning through experience. A child learns from what they experience, this promotes interest and so begins the cycle of learning. Through both child-initiated play and adult-led activity the child will begin a process of discovery and exploration, this sparking your child's inquisitiveness and desire to learn more. Being experienced observers, we can assist your child to further extend on their learning or we can simply observe, wait and listen allowing the child to be creators of their own learning pathway. Given the opportunity, children can be independent, innovative and imaginative in their thoughts often leading to a deeper level of thinking and application of knowledge and skill. It's those moments we nurture! By providing a vibrant, purposeful and stimulating continuous provision and creative, ambitious project-based activity the learning opportunities are endless!

We are committed to do the best for every child ensuring each child has an equal chance of success. We consistently drive high-quality care, developing an ambitious, sequenced curriculum where children want to learn. Through the blend of effective teaching strategies and pedagogical approaches we foster a rich learning environment where children develop a love of learning. With their interests nurtured and opportunities to play children can express what they know and can do. We are sensitive to a child's needs and provide opportunities for children to develop holistically, this involves how we react to a child's emotional response.

We encourage children to self-regulate giving the child the tools to moderate, calm and share their feelings.

We encourage children to be themselves, we promote independent thought and foster a child's unique attributes. Every child is different and so through the celebration of self, children develop their own characteristics. These characteristics guide us when assessing children's needs and helps us to develop learning plans for children that are customised to children's emerging needs, talents and learning goals.

The **four principles of the EYFS 2021** help shape the core components of care for our little ones and assist in the development of their Prime Areas.

A Unique Child

Every child is unique, constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships

Children learn to be strong and independent through positive relationships.

Enabling Environments

In which children learn and develop well in enabling environments with teaching and support from adults that respond to their individual interests and needs building their learning over time and benefitting from a strong partnership between practitioners and parents/carers.

Learning and Developing

Children develop and learn in different ways and at different rates whilst considering the Characteristics of Effective Teaching and Learning.

All children will be involved in individual learning opportunities that are specifically tailored to their age and stage of development, these will provide challenge and opportunities for your child to extend their learning and progress. Your child's interest will be considered, and a process of formative assessment will enable your child's keyperson to plan effectively building on your child's knowledge and attainment. Children will also be invited to participate in both adult-led and play-based group activities that broaden children's interest encouraging development in all 'Seven Areas of Learning' (EYFS 2021). The **Areas of Learning and Development** are interconnecting and so complement the cross-curricular approach we adopt to learning,

The **Prime** areas are especially important and are recognised as key areas of learning and development for our little ones and 'are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.' (EYFS 2021)

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

The **Specific** areas 'through which the three prime areas are strengthened and applied.' (EYFS 2021) enhances children's early learning experiences and helps provide a balanced approach to children's learning and development.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Our Curriculum Enhancements

PE

Play, tumble and roll time using soft mat play, trampolines and balls

Music

Mrs Aves will enjoy time with the children singing, dancing and playing musical instruments together.

Forest School

Please make sure your child has waterproofs and wellies as they love to splash in muddy puddles!

Our Themes

	Autumn Term	Spring Term	Summer Term
Year 1	The Universe	Land, Water & Air	People & Places
Year 2	The Natural World	Animals and Us	Growth & Decay
Year 3	Time	Our Health & Ourselves	Once Upon a Time



Assessment

As proactive educators we will assess your child's level of understanding and developmental progress through a process of observation and shared interaction. This process of formative assessment enables us to make accurate judgements of your child's attainment in the seven areas of learning. We use the non-statutory curriculum guidance 'Development Matters' to provide a framework to assist us in making judgements about your child's developmental stage and if this is expected for their age. If you would like further information please see the link provided below:

[Development Matters](#)

The 'Development Matters' very much supports our assessment framework and fulfils our statutory requirement in line with the Early Years Foundation Stage Statutory Framework. This being the set of standards that we must consistently meet. If you would like further

information regarding our statutory requirements please access the link provided: [Early Years Statutory Framework March 2021.pdf](#)

To ensure we are fulfilling our responsibility to both you as Parents and to your child we implement several assessment tools. These help to consolidate the evidence we observe providing a journal of learning that your child has experienced through their time with us. These observations inform us about your child's interests, characteristics of their learning and what they can do and what they will do next to continue learning and developing.

Family

Our Nursery Management Software 'Family' has been introduced Autumn 22. You will have received a letter regarding permissions for Family so please make sure these are returned so you can access your child's profile. These are working diaries that continue to record children's achievements and progress from their starting point to the completion of their Early Learning Goals (ELG's) at the end of Reception. Parents will be provided with access to the Family Parent Portal, which allows us to work closely together by enabling parents to not only see what their children are achieving in school, but also for parents to share any observations from home. You will have received a letter regarding permissions for Family so please make sure these are returned so you can access your child's profile. A letter providing parents with registration instructions will also be provided.

The systems we adopt to inform you of your child's learning and their progress are as follows:

Starting Points

Upon registration we collect information that indicates your child's achievements. This information is shared by you as you have the richest understanding of your child's development upon starting. This is also complemented through a series of early observations that help inform us about your child's interests and achievement levels in all seven areas of learning. This informs our future planning and encourages an individual teaching approach to your child, this very much supporting a successful and harmonious transition.

Ongoing Assessment

Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing children's level of achievement, next steps and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge (EYFS 2021) To be successful in achieving this each child has their own online Interactive Learning Journey that records day to day interactions and learning. Your child's Learning Journey will be documented through a series of written and photographic observations recorded on our Nursery Management Software 'Family'. These are working diaries that continue to record children's achievements and progress from their starting point to the completion of their Early Learning Goals (ELG's) at the end of Reception. Parents will be provided with access to the Family Parent Portal, which allows us to work closely together by enabling parents to not only see what their children are achieving in school, but also for parents to share any observations from home. A letter providing parents with registration instructions will be provided.

Additional Support

We consider ourselves fortunate to be partners in your child's early learning journey and through observation can assess their learning curve identifying any areas that may not be consistent within the expected range of the Development Matters observation checkpoints. We very much appreciate children develop at different rates and take this into consideration when making a judgement about their progress. If we identify areas of concern we will firstly gather information to discuss our concerns with our Early Years SENCO Mrs Vickery. Upon assessment we would contact you as the child's Parents and initiate discussion as how best to support your child. If we collaboratively decide that it'll be in your child's interests to initiate a support plan we may seek the support of outside agency such as a speech therapist, occupational therapist, health visitor and/or a paediatrician. We understand that it can be disconcerting to hear that your child may need some additional support to reach their milestones, we would urge however to not be alarmed, these specialists are there to support us all with specific areas of development of your child. There are a number of different reasons why we would seek advice as any concerns are always best dealt with as soon as possible to enable your child to reach their full potential. Please bear in mind there is often a long waiting list before you can see a child specialist which tells you how often their services are required. If ever you have concerns about your child's development please do not hesitate to speak to your child's keyperson, Room Leader or Nursery Manager, an appointment can be arranged to do this in confidence if you prefer.

Policies

Promoting Positive Behaviour

For children in the Baby Room, sensitive guiding, care, understanding and a nurturing approach is very much forefront in our interactions when managing behaviour. Respectful and considerate interactions that appreciate the child's context, age and level of development are key to promoting positive behaviour.

We consider our responses when managing behaviour and choose to instil a sense of calm, confidence and security in all children, this means we are attentive and responsive to a child's needs and consistently provide an environment where children are able to express themselves.

Members of staff will respond to the incident calmly, diverting children's attention, offering alternative play opportunities and encouraging interaction. Children will not be coerced, forced or held and corporal punishment will not be used in any form.

Parents will be informed of actions that cause harm to others or harm to themselves or if the behaviour is repetitive and of concern. Further support may be required to ascertain reasons for certain behaviours this managed through discussion with the parents and key person initially, this being escalated to the Nursery Manager and SENCo if required.

Moving & Handling

Children in our under 2's provision will be handled appropriately, support given to non-walking children and children that are in the early stages of moving. Immobile children are also considered and require appropriate handling for their age and development. Considering the child's level of mobility, appropriate levels of care and handling is expected from staff members ensuring children are kept safe at all times.

Levels of independence and development must be visually risk assessed so appropriate support, guidance and care can be given to aid the child's mobility, free will and growth. It is not expected that children are held against their will or are forcibly held. Members of staff will be given training, support and guidance to ensure they are lifting babies and children under 2 safely considering the child and their own health whilst doing so.

Please visit our website for other policies including those that guide our approach to:

- Medication
- Sickness and Illness
- Safeguarding and Child Protection
- Compliments and Complaints
- Health and Safety.

Contacts and Key staff

Mrs Jacky Shackel Head of Prep
Mrs Tiffany Vickery Nursery Manager
 Foundation Stage Designated Safeguarding Lead
 Foundation Stage SENCo
Mrs Clare Wilson Early Years Administrator

Mrs Karen Ovington Early Years Lead Practitioner & Deputy Nursery Manager

Email: earlyyearsadmin@lingfieldcollege.co.uk

Nursery Direct Line: 01342 778773

Absences and School related queries please phone the Prep Office on: 01342 833372

